

Teacher & Leader Evaluation FRAMEWORK

CCSSO SCEE Convening
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Foundational Issues

There are several foundational issues that must be understood and addressed in building a new teacher and leader evaluation system.

Establish a clear theory of action.

- What is the purpose of the evaluation and how will it be used? (assessment of performance, professional learning, inform licensure, tenure, compensation, career ladder, employment)
- What does success look like? What are the state's core objectives?
- How will each component of the evaluation system integrate with the next, and how will the full evaluation system integrate coherently with other policies, to improve student achievement?

Foundational Issues

Fully understand statutory and other relevant legal requirements and timelines. Ensure coherence of educator evaluation systems within other reforms.

- What emerging national/federal/state initiatives may affect state decisions and how? (Common Core, ESEA Flexibility, ESEA reauthorization, RTTT3, SIG, etc.)
- What is required and where does flexibility exist? What must the state put into law and/or regulation? What other leverage points can the state take advantage of to drive change and ensure quality design, use, and implementation? (e.g. approval of district plans, guidance, certification, technical assistance, monitoring)
- How can the state ensure the coherence and alignment of evaluation systems with other reforms? (school/district accountability, accountability for educator preparation programs, equitable distribution of teachers, etc.)

Foundational Issues

Determine the appropriate levels of state and local control.

- What policy decisions should be decided at the state versus local level?
- What capacity do districts have to design new evaluation systems?
- Will the state develop one statewide model, establish a default (opt-in or opt-out) model, or provide guidance on locally developed systems?
- What capacity does the state have to fully implement the evaluation system?
- What capacities do districts and schools have to implement new systems of evaluation?



State Examples: State to Local Control

- **Tennessee** has a statewide model with district waiver option available for a small number of districts.
- **Colorado** has locally developed evaluation systems, with a state model that can be adopted wholly or in part. Districts will be required to develop a model that is valid and aligned to state teacher and principal quality standards. Draft rules require districts to submit their systems as part of annual accreditation and allow for state audit as needed.
- **New York** has locally established models reflecting state regulations/guidance and incorporating a statewide growth/value-added measure. Districts are required to implement systems in accordance with state law and regulations, but the state does not have approval authority over individual systems.

Foundational Issues

Establish systems and processes for stakeholder engagement and communications to inform policies, build will, support implementation, etc.

endeavor?

- How will stakeholders be involved in the design and implementation of the evaluation?
- What existing structures can be leveraged for design and implementation?
- What is the core message to communicate to stakeholders and the general public about the purpose of the evaluation system?



State Examples: Systems for Stakeholder Engagement

- **Massachusetts:** The state convened a broad 40-person task force to provide recommendations for a new educator evaluation system. This group included representatives from state organizations of teachers, principals, parents, superintendents, and school committees as well individual teachers, special educators, administrators, business, vocational education, and higher education representations, technical experts, and a student. The state has utilized this group as a starting point in maintaining effective stakeholder outreach and engagement.
- **Illinois:** To inform evaluation system rules, the state Performance Evaluation Advisory Council is holding a series of eight interactive meetings across the state to solicit input from teachers, principals, and other stakeholders. These meetings will allow participants to provide feedback on draft guidelines around measures, weighting, assessments, observations, and training. The regional meetings will also provide a forum for the state to articulate its theory of action and the goals of the evaluation system. Meetings will feature live polling, discussion, and Q&A sessions. The state is also sponsoring an online survey to solicit additional feedback.

Foundational Issues

Review and revise educator standards to align with new state policies and support new systems of teacher and leader evaluation based on student growth.

- Do the state's educator standards define desired competencies? Have levels of performance been established?
- What constitutes an effective educator?

Create opportunities for system evaluation and continuous improvement

- Will the evaluation system be piloted before full implementation?
- What mechanisms can be used to evaluate and improve the system over time?



State Examples: Revise Educator Standards

- **District of Columbia:** DCPS convened a team of local teachers, principals, superintendents, and other experts to draft the Teaching and Learning Framework with a strong focus on effective classroom instruction. The Teaching and Learning Framework provides clear expectations of high-quality instruction for teachers, drives coherent professional development, links to robust systems of support, and anchors teacher evaluation. The associated professional practice rubric provides specific examples of performance levels for each competency within the framework. The rubric was subsequently revised and streamlined in response to educator feedback after the initial year of implementation.
- **Illinois:** The state contracted with New Leaders for New Schools to develop a new set of principal leadership standards aligned to Interstate School Leaders Licensure Consortium (ISLLC) that can be used for assessing professional practice of school principals throughout the state.

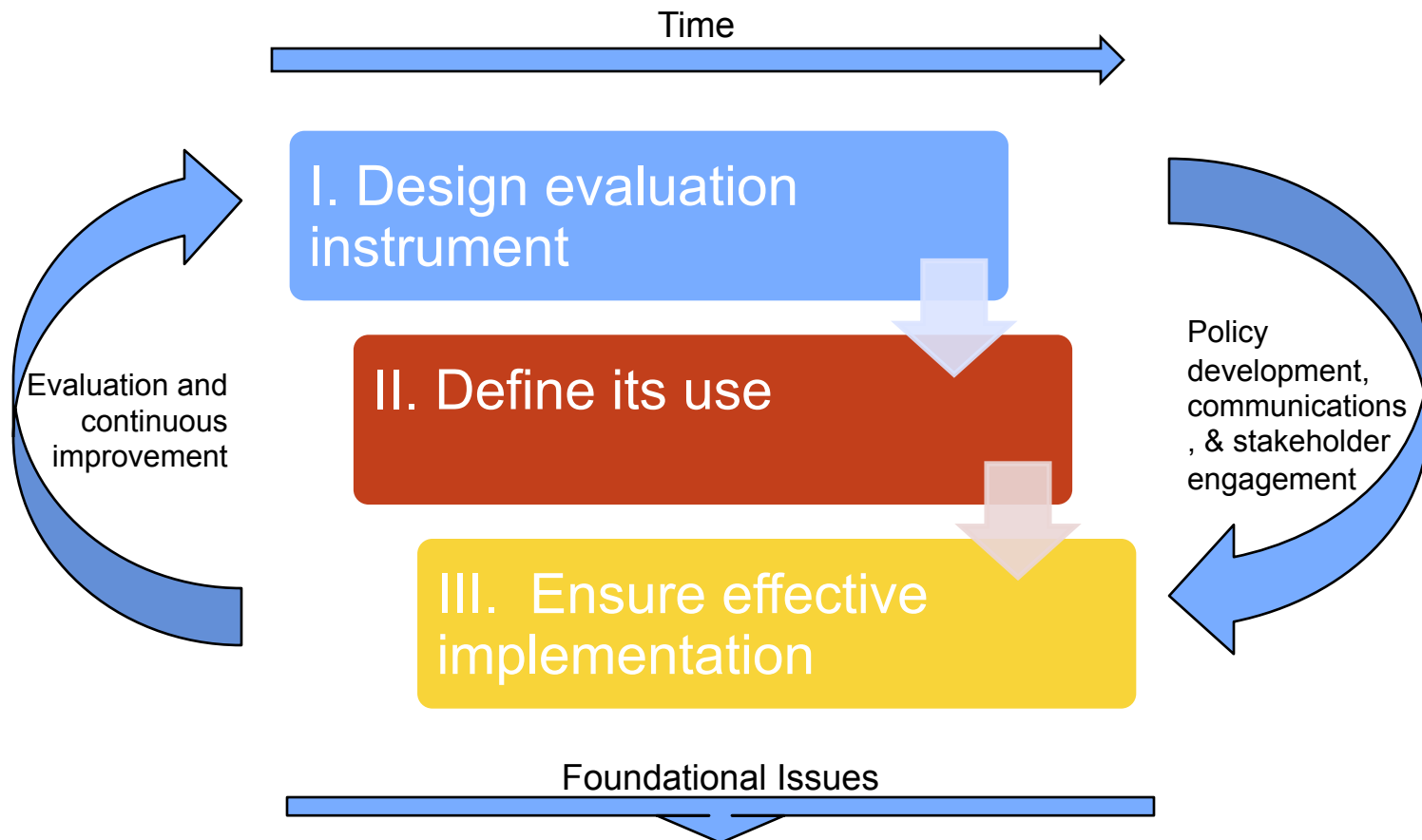


State Examples: Ongoing System Evaluation & Improvement

- **Indiana:** Six districts are piloting systems of evaluation in the 2011-2012 school year. Three will use the RISE (state tool) and three will use existing local evaluation systems revised to meet state requirements. The state will use results of this pilot to improve the state opt-in model as well as to shape guidance for districts developing systems of evaluation locally.
- **Tennessee:** After field testing multiple options for teacher observation rubrics during the 2010-2011 school year, the state selected the Teacher Advancement Program (TAP) as its default model. Tennessee also field tested its principal observation and identified initial measures that will be evaluated and refined as needed after the first year of implementation in 2011-2012. Also during the first year of implementation, the state will monitor initial evaluation data and run correlation analysis to test the alignment between student growth and professional practice measures. Additionally, the state will look at the distribution of score across districts to ensure fidelity to the model.

Roadmap at a Glance

Building new systems of teacher and principal evaluation based on student growth requires states to address three core issues, and continuously improve over time.



I. Design the Evaluation System

Design an evaluation system for teachers and leaders based significantly on student growth.

Key elements include:

- Determine which components (including sources of evidence) should comprise the teacher and leader evaluation instruments and the purpose of each.
- Ensure that the components match the stated goal and objectives of the evaluation.
- Determine and evaluate the human and resource capacity needed to implement each evaluation measure reliably and fairly.
- Determine how components will be weighed or combined to result in a judgment of educator performance.
- Determine if all teachers (e.g. tested and non-tested teachers) will be treated the same in terms of weighting/synthesis of measures.

I. Design the Evaluation System

A. Core Components of Evaluation

There is wide agreement that teacher and leader evaluation should be based on multiple measures, focused on student achievement. Possible components and sources of evidence can be presented several ways, including the following:

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| 1. Measures of student growth State laws and RTTT plans require a significant percentage of educator evaluations to be based on student growth/achievement. | 2. Other objective measures of educator performance These measures should be aligned with student achievement and be strong indicators of successful student outcomes. | 3. Principal-specific measures For principals, measures of the extent to which teacher effectiveness has improved. |
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For each of these components, there are limited, knowable options for specific measures of educator effectiveness. Not all options are equally valid or feasible. And these options are likely to evolve and improve over time.

I. Design the Evaluation Instrument

A. Core Components of Evaluation: *Measures of Student Growth*

Grades/ Subjects Covered by the State Assessment:

Key Issues:

- What percentage of teachers are covered with the current available student assessments? Are baseline data available?
- Has the state determined which student growth model it will use? Is it valid, reliable, and fair?
- Are there certain subject areas/student populations where using a growth model would raise questions with regard to validity?
- Is the growth measure sensitive to growth across a distribution of student performance?
- Has the state determined business rules for the growth measure? (How will growth measures from multiple subjects be combined? How inclusive are the measures? What is the process for attributing impact to teachers?)

I. Design the Evaluation Instrument

A. Core Components of Evaluation: *Measures of Student Growth*

Non-Tested Grades/Subjects:

Options:

- Extend state assessment coverage through district-developed assessments or off-the-shelf assessments to other subjects or grades, assuming alignment with state standards. Examples include: ACT, SAT, TerraNova, Stanford 10, ITBS, DIBELS.
- Measure teacher progress against student learning objectives using district or teacher generated tests, end-of-course tests, or portfolio of student work.
- Growth in other student outcome measures at the classroom, group, or school-wide levels.

Key Issues:

- Alignment of additional assessments with current state assessments and Common Core
- Cost of additional assessments to districts
- Validity of off-the-shelf test for use in assessing teacher effectiveness
- Rigor and comparability across classrooms
- Capacity to develop and implement these measures



State Examples: Measures of Student Growth for Teachers

- **Indiana:** The Indiana Individual Growth Model is used for teachers in grades 4-8 in reading and math. The model is based on comparing students' baseline assessment scores to their scores the following year and comparing their growth to other students with the same baseline score. Additionally, all teachers are subject to a whole school growth measure based on the state assessment in reading and math at the elementary and middle levels. At the high school level, this measure is tied to the state's accountability system, growth in end-of-course assessments, college readiness, and graduation rates. Student Learning Objectives are used for all teachers and may include growth and achievement measures.
- **Florida:** For tested teachers, the state default model incorporates a covariate adjustment student growth model based on two years of test scores and other student factors. The teacher value-added score includes two components: a school component assessing how much the school's students gained in comparison to similar students in the state, and a teacher component assessing how much the teacher's students gained in comparison to similar students in the school. For year two, the state will develop measures for non-tested teachers using off-the-shelf tests and a new Math EOCT. The state plans to explore peer review in courses where locally or teacher developed tests are used to determine growth. In Year 3, the state plans to provide an test item bank and software for districts to create assessments to cover most subjects and grades.



State Examples: Business Rules for Growth Measures

- **Tennessee:** The state has issued business rules on the use of its growth measure, which establish a minimum "N" of six students and specify that for elementary teachers all available tests subjects are weighted equally, and for high school teachers student growth outcomes are weighted based on the amount of time spent with students. These rules also guide the number of days students must be present for growth scores to be attributable to teachers, accommodate single teacher and team teaching instruction, and prohibit adjusting scores based on race or poverty. These rules build on the state's existing process of roster verification by teachers, which has evolved from scan forms completed by the teacher to more user-friendly online applications.

I. Design the Evaluation Instrument

A. Core Components of Evaluation: *Measures of Student Growth*

Principal Evaluation:

Options:

- Growth measures using state assessments, district-developed assessments, or off-the-shelf assessments. (Key issues are similar to those for teacher evaluations.)
- Other school-level student outcome measures, including graduation rates, student retention/progression rates, and college acceptance rates for high school.
- Consistent state-wide measures versus locally developed measures/targets.

Key Issues:

- Do measures cover all grades/subjects in a school?
- Are assessments aligned with those used in teacher evaluations?
- Are measures aligned to school/district performance goals?
- Do data systems exist to collect these measures?

I. Design the Evaluation Instrument

A. Core Components of Evaluation: *Assessment of Professional Practice*

Teacher Classroom Observation:

Key issues:

- Is the observation rubric aligned to the state's educator standards of practice? Are the standards rigorous and student-centered?
- Is there a research-base for the rubric?
- Does the rubric focus on student-learning and establish high expectations?
- Is the rubric applicable to teachers in all grade levels/subject areas?
- Is the rubric easily understandable and usable with clear items of evidence?
- When/how often will evaluations occur? Who will administer the evaluation?
- How can observational measures be applied consistently across teachers?



State Examples: Classroom Observation

- **Louisiana:** Observational rubrics are based on state established competency models for both teachers and principals, which include new professional standards and specific indicators of performance. The state convened stakeholders, experts, and a technical advisory group and outside experts to provide input into the competency models. The state plans to offer a mix of state-to-district and state-to-school video-based trainings and in-person presentations, including training for required certification of evaluators.
- **New York:** District-selected teacher observational measures must align with New York State Teaching Standards and must include 40 of 60 qualitative points based on multiple (two or more) classroom observations. Likewise, district-selected principal observational rubrics must align with ISLLC leadership standards and must include 40 of 60 points on leadership and management based on a supervisory visit and at least two sources of evidence. The state issued an RFQs for rubrics that align with guidance and published an approved list of rubrics for district use. New York has identified training requirements for lead evaluators, including teaching and leadership standards, observation, use of growth model data and rubrics, and scoring methodology. Districts must certify evaluators based on these requirements.

I. Design the Evaluation Instrument

A. Core Components of Evaluation: *Assessment of Professional Practice*

Other Potential Measures for Teachers:

Options:

- Student outcome data, such as graduation rates, cohort progression, etc.
- Group or school-wide measures
- Measures of professional commitment and behaviors
- Contribution to the community
- Analysis of instructional artifacts (lesson plans, assignments, assessments, student work)
- Teacher self-assessments
- Portfolios/evidence binders

Key issues:

- Are the measures objective with clear items of evidence?
- Can they be applied consistently across teachers?



State Examples: Other Measures for Teachers

- **Florida:** Use of an additional measure is required for teachers who are in the year prior to a milestone career event, however use of additional district selected measures is permitted for all teachers. Specific allowable measures include: goal-setting, cohort measures, and other measures of student progress (such as graduation rates).
- **Colorado:** Districts are required to incorporate one or more of the following additional measures: student surveys, peer feedback, parent feedback, or lesson plan/student work sample review.
- **New York:** Districts may incorporate additional measures for teachers into local evaluation systems but they may not exceed 5% of the evaluation. Optional measures include: structured reviews of student work, portfolios or evidence binders, feedback from students/parents, and individual professional growth goals with teacher reflection.

I. Design the Evaluation Instrument

A. Core Components of Evaluation: *Assessment of Professional Practice*

Other Potential Measures for Principals:

Options:

- Assessment of professional practice against a clear, established rubric, including:
 - Role of site visits/observations and examples of evidence
 - Strong focus on principal role in teacher effectiveness
- Measures of professional commitment and behaviors
- Feedback surveys from parents, students, and/or teachers (for principal evaluations)
- Teacher attendance
- Measures of improved teacher performance, such as:
 - Increase in the percentage of tested teachers that are reaching “effective” or “highly effective” based on student growth measures
 - Higher retention of effective teachers and lower retention of ineffective teachers over time (likely would need to be piloted at the LEA level before statewide implementation)

Key issues:

- Avoid incentives for principals to inflate teacher practice ratings, principal-decided student outcome ratings, etc.



State Examples: Other Measures for Principals

- **Colorado:** The state developed quality standards that encompass elements from numerous principal leadership frameworks. Draft rules do not require observations, but recommend consideration of feedback from parents, students, and other administrators. Evaluations must include teacher/staff feedback, the number of teachers who are highly effective, and the number/percent improving their practice.

I. Design the Evaluation Instrument

B. Combine Components into a Single Summative Rating

Combine measures into an evaluation outcome.

Key Steps:

- Determine weights and cut scores for each measure of the evaluation system, with consideration of their import and reliability.
- Determine availability and strength of data for each measure and determine if baseline data are available.
- Establish metrics and combine into a single judgment of educator performance.
- Develop multiple outcome ratings/categories that allow for meaningful distinction.
- Set performance standards that are aligned to the highest levels of performance, reflect experience levels and trajectories of educator development, etc.

Key Issues:

- Will the weight of each measure vary depending on the grade/subject area and teaching context?
- Will the process of combining measures be an algorithm or matrix design?
- Does the process of synthesizing components into a single summative outcome allow flexibility for professional judgment and adjustment in the future?



State Examples: Combining Measures into a Single Outcome

- **Indiana:** The state uses percent weights for each category to calculate a final rating. Each element is rated on a 1-4 scale and then a weighted average is calculated. A final rating of 1-1.75 is considered Ineffective, 1.75-2.5 is Improvement Necessary, 2.5-3.5 is Effective, and 3.5-4.0 is Highly Effective.
- **Delaware:** Educators are assigned ratings of "Satisfactory" or "Unsatisfactory" on the first four professional practice components and a rating of "Exceeds," "Satisfactory," "Needs Improvement," or "Unsatisfactory" on the student improvement component. To attain a summative rating of Highly Effective, an educator must earn Satisfactory ratings on 4 out of 5 components, including a rating of Exceeds on student improvement. The processes for combining measures that result in Effective or Needs Improvement ratings reflect a similar process. Finally, to be rated Ineffective, an educator must receive 0-2 Satisfactory ratings and an Unsatisfactory rating on student improvement, or the teacher must be rated Needs Improvement for three consecutive years.

II. Establishing Systems for Use and Decision-Making

Beyond the instruments, each state will have to address several process issues regarding the use of new educator evaluation systems.

These issues include:

- Develop the requirements/systems for the consistent administration of evaluations.
- Ensure that evaluation results lead to targeted professional learning.
- Provide incentives for highly effective educators, such as with compensation, promotion, and career pathway models.
- Define consequences for ineffective educators, including with regard to tenure, dismissal, compensation, and licensure.
- Ensure district and school-level capacity.

II. Establishing Systems for Use and Decision-Making

A. Ensure Evaluations Are Fair, Meaningful, and Impactful

Establish systems and guidelines to ensure district/school capacity to deliver evaluations with fidelity.

- Who will conduct evaluations, what are their qualifications, and how will they be selected? What will be done by school/district leaders versus "independent" actors?
- How will the role of the principal shift and how can districts reduce unnecessary burdens?
- Do district and school leaders have the ability to use information from the evaluations to improve instruction?

II. Establishing Systems for Use and Decision-Making

A. Ensure Evaluations Are Fair, Meaningful, and Impactful

Ensure data are available, consistent, and accurate.

- Is there a process in place to accurately identify teachers of record and attribute teacher impact on student growth?
- Does the necessary data infrastructure exist to collect data from evaluations? Are the data available in a timely basis?
- Is there a validation process to ensure the integrity of the data? Will personnel be trained and/or certified to ensure accurate data collection and reporting?
- How will the state monitor data quality?

Establish reporting mechanisms to effectively communicate and use results.

- How will evaluation results be reported and used with educators most productively?



State Examples: Data Quality and Use

- **New York:** Developed a new statewide system for ensuring accurate teacher-student data linkages. The system accounts for multiple teachers assigned to a course section, the duration of student enrollment, student attendance rates, instructional weightings, the duration of the course taught, individual student flags, and linkages to start/end dates.
- **Rhode Island:** The state has awarded a contract for the development of a data management system to support and manage educator evaluations. The system will allow for multiple user types, and will capture growth, observation, and summative data. The system will also provide teachers and principals with access to view status and results of evaluations, and manage professional development activities.

II. Establishing Systems for Use and Decision-Making

A. Ensure Evaluations Are Fair, Meaningful, and Impactful

Build district capacity to implement evaluation system and establish monitoring processes to ensure fidelity of the model.

- What oversight mechanisms will be used, and how will states and districts ensure quality and inter-rater reliability?
- What processes are in place to identify and address system outliers?
- What resources are needed to support these efforts at the district and school levels?



State Examples: Build District Capacity to Implement and Ensure Fidelity of the Model

- **Florida:** The state is working with Learning Sciences International, which will provide monitoring through community of practice meetings, site visits, and correlation analysis of student growth and observation outcomes to assist districts with the training and implementation of evaluations. Technical assistance is provided through a train-the-trainer model, and is focused on use of the observation to provide specific instructional feedback and facilitated conversations to support evaluators and observers.
- **Delaware:** The state is providing support to schools through development coaches working directly with principals to provide support on fidelity of implementation. These coaches will provide feedback to evaluators on determining observation ratings and provide support on giving feedback and creating improvement plans. Additionally, the state is hiring expert evaluators for each district to provide support and will provide all evaluators with state training and calibration.

II. Establishing Systems for Use and Decision-Making

B. Align Evaluation Outcomes to Professional Learning

Establish mechanisms for providing ongoing feedback based on formative and summative assessments by evaluators.

- How will the state ensure that evaluators provide teachers with ongoing feedback based on evaluation results? What process will the state put in place, and how will it monitor the process to ensure fidelity?
- What resources will the state provide to support this process?



State Examples: Establish mechanisms for providing ongoing feedback based on evaluation.

- **District of Columbia:** Teachers receive five observations each school year, three from principals and two from master educators who are impartial expert practitioners. Following each observation, teachers have a post-conference to receive feedback and ratings against a rubric as well as suggestions for professional learning. Teachers are also able to access written comments and ratings after each observation on a secure web-based portal.

II. Establishing Systems for Use and Decision-Making

B. Align Evaluation Outcomes to Professional Learning

Ensure capacity for meaningful and ongoing professional learning.

- How will evaluation results be reported and used with educators to improve instruction?
- How will professional learning offerings align with evaluation outcomes?
- How will the state ensure districts provide teachers with sufficient opportunity for improvement (resources, common planning time, etc.)?
- How can the state align existing funding (e.g. Title II, SIG) to support professional learning aligned to evaluation outcomes?
- How can the state align state policies to support professional learning aligned to evaluation outcomes, e.g. re-licensure requirements?



State Examples: Ensure capacity for meaningful and ongoing professional learning

- **District of Columbia:** DCPS provides job-embedded professional learning opportunities tied to educator evaluations through school-based instructional coaches. The District has also developed a library of 100+ videos vetted by expert practitioners covering all professional practice standards. Videos represent all grade levels and major subject areas and include lessons from many highly effective teachers from the district. DCPS is also working on a new data and professional learning online platform that will provide teachers with access to their evaluation data, student achievement data, individualized professional development resources and recommendations as well as an expanded video library.

II. Establishing Systems for Use and Decision-Making

B. Align Evaluation Outcomes to Professional Learning

Create standards and systems to evaluate and hold districts and providers/programs accountable for improved educator effectiveness.

- What mechanisms will the state establish to determine the impact of professional learning on teacher effectiveness?
- Does the state have criteria or an approval process for professional learning offerings/providers? How will it align with the state's system of evaluation?
- How will the state use data from evaluations to improve professional learning?



State Examples: Create standards and systems to hold districts and programs accountable for improved educator effectiveness.

- **Georgia:** In its Race to the Top proposal, the state outlined new accountability measures based on a single evaluation system that will be used to determine teacher effectiveness measures (TEMs) and leader effectiveness measures (LEMs). In addition to being used to inform all talent management decisions, TEMs and LEMs will be used to determine district effectiveness measures and will be tied back to educator preparation programs.

II. Establishing Systems for Use and Decision-Making

C. Develop Systems for Incentives and Interventions

Determine trigger points for action using evaluation results.

- Will evaluation results be tied to personnel decision-making (licensure, promotion, tenure, probation, dismissal)? If so, at what point will action be taken?

Create incentives and awards for the most effective educators, including revising salary schedules, establishing bonuses, creating career advancement opportunities.

- How can the state guide, augment, or establish differentiated or performance-based compensation system?
- Does the state offer multiple career pathways for teachers? Will evaluation results be used to identify teachers for additional roles (master teacher, mentor teacher, etc.)?



State Examples: Determine trigger points for action using evaluation results

- **Illinois:** State law requires educator performance evaluations to inform hiring, layoffs, tenure, certification, and dismissal. State law requires that if a teacher receives two unsatisfactory (lowest of four levels) ratings in a seven-year period, his or her state certification may be reviewed by the State Superintendent for revocation or a recommendation for professional development opportunities to help the teacher improve. Through this process, evaluation is a significant factor and trigger for loss of certification, but there is an additional level of review as a safeguard.



State Examples: Create incentives and awards for the most effective educators, including salaries, bonuses and advancement

- **Indiana:** The state will move from a compensation system based on training and experience to one in which compensation is determined by a combination of evaluation results, instructional leadership roles, high-needs schools and subjects, and teacher training and experience. None of these elements can compose more than 1/3 of the determination of teacher compensation, but compensation systems are locally bargained within these state guidelines.

II. Establishing Systems for Use and Decision-Making

C. Develop Systems for Incentives and Interventions

Establish consequences tied to ineffective ratings.

- Will teachers with ineffective ratings be provided with sufficient opportunities for improvement?
- How will ineffective ratings inform decision-making around initial/continuing licensure, tenure, determinations of probation and required improvement, and dismissal?
- What state and district processes need to be in place to carry out these interventions (e.g. appeals processes, due process, etc.)?



State Examples: Establish consequences tied to ineffective ratings

- **Illinois:** State law created consequences for teachers who are repeatedly rated ineffective. Teachers must be rated as "proficient" or "excellent" to be eligible for tenure, and those who are rated as "unsatisfactory" for two years within a seven-year period may have their certification suspended or revoked after review by the State Superintendent. For teachers rated "needs improvement," the evaluator, with input from the teacher, develops a professional development plan to address identified areas of weakness. For teachers rated "unsatisfactory," the evaluator, with input from a master teacher, who must be rated "excellent," develops a remediation plan for the unsatisfactory teacher who is overseen by the master teacher.

III. Ensuring Implementation

Beyond rules and regulations each state will have to move early and often to ensure effective implementation – to promote buy in, gather feedback, educate and prepare the field, and ensure impact.

Key elements include:

- Determine and strengthen state-level delivery systems to support quality, consistent statewide implementation and build district capacity.
- Develop tools, training, and technical assistance to guide statewide action.
- Establish systems to promote clear, ongoing communications and stakeholder engagement.

III. Ensuring Implementation

A. Build District Capacity to Ensure Successful Implementation

Evaluate district-level capacity and determine categories of readiness for adoption and implementation, and where districts fit within these categories.

best serve districts with different levels of capacity?

- Are there delivery mechanisms that can be used to optimize capacity, such as creating advisory groups, leveraging regional entities, or investing in web-based applications/portals, computer-based trainings, video conferences, etc?
- What process infrastructure will the state put in place to ensure fidelity of the model across the state and between districts? (Significant issue in states with more local control.)
- What process and infrastructure will the state put in place to support continuous feedback for ongoing improvement of the evaluations and to determine effectiveness of the evaluation model?



State Examples: Evaluate district-level capacity to assess readiness for implementation

- **Tennessee:** The state worked with the New Teacher Project to administer a district survey to identify district capacity issues. The state used the results from this survey to support and guide districts in their RTTT scope of work funding.

III. Ensuring Implementation

B. Offer Tools, Training, and Technical Assistance

Provide all audiences (educators, district administration, union leaders, policymakers, etc.) with tailored training materials and resources

- What approach will the state take for training (train the trainer, in-person, guidebooks, videos, online, etc.)? Will it vary by audience?
- How will the trainings and resources be updated as the state refines and improves the evaluations?



State Examples: Provide all audiences with tailored training materials and resources

- **Rhode Island:** The state is using a group of retired educators to provide on the ground support to districts across five training modules. The state has also created a website with extensive evaluation resources including guides for teachers and principals, a guide to student learning objectives (SLOs), rubrics, forms, summaries, FAQs, and presentations.
- **Tennessee:** The state is using a group of TAP and state trainers to provide regional on-the-ground-support to districts. The state has also created a website with comprehensive materials about the evaluation system and a link to a best practices portal that provides additional resources and support to educators. The evaluation website (<http://www.team-tn.org>) contains updated news, events, trainings, resources, FAQ, guides, rubrics, forms, and worksheets to support implementation.

III. Ensuring Implementation

B. Offer Tools, Training, and Technical Assistance

Develop specific training for observers and evaluators with a focus on observational techniques, applying performance standard expectations, and delivering evaluation feedback and results.

- Who will provide the training, and how will evaluators and observers be calibrated on the observational rubric? Will the state provide certification protocol ?
- How will the state ensure fidelity of implementation, particularly with regard to inter-rater reliability?
- Will there be a system and infrastructure in place to regularly monitor evaluators and retrain as necessary?



State Examples: Develop specific training for observers with a focus on applying performance standards and delivering feedback

- **District of Columbia:** All evaluators in DCPS undergo extensive video-based training to calibrate ratings against adopted rubrics. Both principals and master educators (impartial expert practitioners) also receive training in delivering evaluation results, verbal and written feedback, and suggestions for professional learning. Master educators must specifically demonstrate a high degree of skill in accurate observations and ability to deliver high-quality feedback to be hired.

III. Ensuring Implementation

B. Offer Tools, Training, and Technical Assistance

Provide ongoing support to districts on using evaluations for decision-making on professional learning and supports, incentives, and consequences.

- What support will the state provide to districts in using evaluation results to inform professional learning and personnel decision-making?
- How (if at all) will the state assist districts in addressing issues of local collective bargaining?



State Examples: Support local collective bargaining efforts

- **New York:** The State Education Department hosted a technical assistance meeting for districts to discuss collective bargaining under new state law, which require statewide implementation of teacher and leader evaluations.

IV. Communications

At the outset of the development process and throughout implementation, states must engage stakeholders and clearly communicate a set of complex activities to multiple and varied audiences.

Key elements include:

- Identify key state and regional stakeholders
- Determine messaging
- Develop formal and informal communications strategies

IV. Communications

A. Determine Messaging

Develop and establish key message points up front. Seek out educators and other key stakeholders in the state, whose views on evaluation and reform may vary considerably, and personalize the message to connect to each audience.

- What are the desired outcomes that the state hopes to achieve with the evaluation system? What is the message to stakeholders?
- Has the state developed a timeline for when key messages will be disseminated?
- What is the state's current chain of communication with educators? Can the state work within this process to engage with, train, and inform educators on the new evaluation system?
- What existing structures (associations, unions, etc.) and local leaders can be sought out and leveraged to effectively deliver information about new policies to educators?
- How do messages need to be personalized based on audience or region of the state?
- How will the state engage with the media to share information, educate, and if possible, bolster public support?

IV. Communications and Stakeholder Engagement

B. Create Formal and Informal Communications

Formal: Develop and manage stakeholder advisory committees/taskforces to ensure effective and successful implementation.

- Has the state defined the groups' roles and expectations? What authority do the groups have?
- Who are the crucial stakeholders?
- Are there key partners who can assist the state in reaching key stakeholders?

Informal: Build public understanding on the importance and impact of changes to evaluation systems by partnering with outside stakeholder groups, including membership organizations and independent advocates, to build public will around the new reforms.

- What existing structures and local leaders can be sought out and leveraged to effectively deliver information about new policies to the public?



State Examples: Identify key stakeholders and targeted message points

- **Tennessee:** The state worked with a non-profit organization, SCORE, to develop a framework for stakeholder engagement that considers the target audience and the depth of engagement in designing outreach strategies and messaging. Through this approach the state was able to achieve broad public awareness as well as deeper engagement with a guiding coalition of representative leaders.

Focus on Year One: A Proposal for Staged Action

Moving on the TLE roadmap is a complex, long-term endeavor. States should establish a staged strategy to build initial systems of educator evaluation based on concrete actions and early wins in year one .

Key steps include:

1. Establish a vision, review requirements (in state law , RTTT, etc.), and clearly understand roadmap, timelines, etc. Develop a short- and long-term plan, and clear project management plan.
2. Within state authority, seek to define year one use in a manner that is ambitious but reasonable, with regard to professional development, rewards, targeted consequences, etc.
3. Design the initial instrument of educator evaluation to serve this year one use – taking pressure off the system.
4. Focus NOW on implementation, which will be 99.9% of the battle.
5. Proactively manage systems of policy development and communications/ stakeholder engagement, including state task forces/advisory councils, to promote understanding and build allies.

Define "Informing" Use in Year One

Based on review of state law and/or RTTT plans as well as ESEA Flexibility package requirements, most states have authority to define early use of teacher and leader evaluations in a way that can help frame development of the instrument and promote early focus on implementation.

- Early use should focus on developing capacity and ensuring ability to implement meaningful evaluations at scale.
- Early use should also focus on promoting effective professional development.
- Early use could focus on rewards and incentives for highly effective teachers and leaders.
- Consequences for early use could be focused on most valid instruments, clear evidence of ineffectiveness (with all evidence pointing in the same direction), etc.
- Consider pilots or phase-in strategy.
- Where immediate use is required, consider taking a staged approach to ramping up requirements for measures and/or ratings categories, or using evaluation outcomes to trigger a review process.

Focus *Early* on Implementation

Develop and launch a concrete plan for implementation, which will overlap with design. States must build this plane while flying it.

- Communications and stakeholder engagement is key, particularly with regard to the design and implementation of the instrument (such as through task forces/advisory councils) and as part of a staged implementation and ongoing cycle of continuous improvement.
- Develop training and delivery mechanisms for the year one instrument .
- Reform of teacher and leader evaluation is driving a culture shift toward educator effectiveness. Early attention must be given to creating buy-in and shifting practice.
- States must understand capacity implications/limitations at both the state and district levels, establish delivery models, create tools, leverage technology.
- Focus early on evaluation/feedback loops to promote continuous improvement.

Questions?

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